



Chartered Public School

Charter School Application

Submitted To: New Hampshire Department of Education

Submitted By: The Founders Academy Foundation

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(A) Mission and Vision

Mission: To empower our students with opportunities to master technical skills, both practical and theoretical, in the context of a high school and early college program that emphasizes the dignity and value of work. Students will discover an appreciation for the power of the sciences combined with an understanding of the humanities. They will develop into innovative problem-solvers ready to enter the technical careers of their choice upon graduation or through further study.

Vision: To provide our students with a high school and early college education based on problem-solving, real-world experience, and a sound work ethic. They will cultivate their skills, ingenuity, and character, ready to challenge the future with confidence, courage, and curiosity.

(B) Governance, Organizational Structure, and Plan

Ability to Submit Application

In accordance with provision to RSA 194-B:3, V, the application to establish Spark Academy of Advanced Technologies has been submitted by a non-profit organization, the Founders Academy Foundation.

Board of Trustees

In accordance with *RSA 194-B:5*, Spark Academy will be governed by a Board of Trustees that has general supervisory control and authority over operations of the charter school. The initial Board of Trustees will be appointed by members of the sponsoring entity, *The Founders Academy Foundation*. All additional trustees will be selected by a majority Board member vote. Board members will be trained on governance, operations, and compliance procedures outlined by The National Charter School Resource Center. Day-to-day administration of the school will be the responsibility of the Executive Director. Trustee selection by a majority Board member vote will be based on personal and professional background and a commitment to the school's mission, support, and sustainability. Trustees shall represent a diversity of stakeholders and contributors. Experience in Business Management, Finance, Fundraising, Education, or Law/ Legal work is recommended.

The Board of Trustees shall maintain up to a nine (9) member board. The greater of 25% of these Board members will be from the Spark Academy parental population. The Parent Support Committee will nominate and submit parental Board member options to the existing Board of Trustees for a majority vote selection. The Board may also establish *ex officio* board members and/or advisors who will be non-voting members of the Board.

Board of Trustees Members (pending approval):

- Dr. Susan Huard-President of Manchester Community College
- Katie McQuaid Cote-Columnist at *The Union Leader*
- Gary Thomas-President of North Point Construction Management
- Patricia Humphrey-Founder of the New Hampshire Center for Innovative Schools and founder of the Academy of Science and Design in Nashua, NH
- Aileen Clay- Director of Student Life at Manchester Community College

Board Purpose:

The purpose of the Board of Trustees is to nurture the school through oversight of the school's mission and to maintain a forward-looking vision. It will ensure the school's ongoing ability to adapt and grow to meet the needs of its current and future students. Those seeking membership on the Board should do so intending to be active participants in service to the school's mission to its students. A knowledgeable Board is an asset to every entity. The Board of Trustees shall use available resources regarding board conduct, non-profit board laws, charter school law, and other Board responsibilities. The training may be provided by variety of sources including online resources, legal counsel, or professional workshops. The information will be shared with new Board members after they are seated.

Board Duties:

Membership/Appointments:

- Reviewing and approving significant contracts, e.g., for facilities and benefits programs;
- Appointing members to committees;
- Designating the Executive Committee through the election of officers;
- Selecting the Executive Director;
- Establishing standing committees that may include finance, curriculum development, personnel, marketing, fundraising, and Board sub-committee recruitment.

Meetings:

- Meeting six times with school leadership to follow the prepared agenda. The first year will require additional meetings.
- Conducting on-site meetings of the Chair, Vice-Chair, the Executive Director and the Advisory Board to discuss school status and set the agenda for upcoming Board meetings;
- Organizing an annual on-site visit to the school emulating the state's charter renewal visit;
- Scheduling additional Board meetings for significant matters as needed; Following state legal requirements for 24-hour prior notification;
- Ensuring consistent training, attendance, and involvement on the part of Board members;

- Conducting the annual meeting in May to approve the next year’s budget and review policy;
- Overseeing its annual performance review of the Executive Director;
- Authorizing any public statements and spokespersons (Board Chair or Executive Director) relative to Board discussion, positions and decisions.

Policy:

- Establishing school legal requirements prior to the opening the school and reviewing policies annually or upon the request of the Executive Director. The Board of Trustees will adopt all required policies and follow RSA 193-A. Please see the required policies below:
 1. Records Retention pursuant to RSA 189:29-a
 2. Reporting of Suspected Abuse or Neglect, pursuant to RSA 169-C:29.
 3. Sexual Harassment, as detailed in ED 303.02 (j) and (k).
 4. Pupil Safety and Violence Protection, pursuant to RSA 193-F
 5. Limited Uses of Child Restraint Practices, pursuant to RSA 126-U
 6. Developmentally Appropriate Daily Physical Activity, pursuant to ED 310 and RSA 189:11a, V-VI.
- Conforming to NH’s Right to Know Law

Finance:

- Forming the accounting and finance policy;
- Authorizing and receiving annual finance audits or reviews;
- Developing an annual financial timeline for the school, including budget development, internal financial reports, and financial reports to the state.

Community Outreach:

- Acquiring the knowledge of the total school experience needed to represent the school well to the greater community, thus providing the foundation for versatile community relations and school publicity;
- Creating a systematic fundraising plan and disseminating information to attract potential students.

Oversight/Regulatory:

- Complying with all state and federal requirements relative to oversight, legal requirements, and reporting.
- Creating a school structure that creates a safe environment for students on MCC’s campus.

Advisory Board: The Board of Trustees will form an Advisory Board for Spark Academy. The Advisory Board will be comprised of community leaders, business owners, and parents who will actively promote and assist the school through raising funds and strategically advising the Board of Trustees.

Executive Director

Duties of the Executive Director will include but are not limited to:

- Communication with the Board, department heads, teachers, students, parents, districts, and the public
- Staff management
- Curriculum development
- Disciplinary issues and school culture
- Human resources
- Professional development
- Operational management
- School safety
- Coordination with sending districts
- Implementation of day-to-day operations and procedures
- Presentation of reports to the Board at each official meeting including a review of all aspects of school operations and financial dashboard prepared by the business manager
- Presentation to the Board annual performance reviews of all faculty and staff.
- Relations with the NH DOE and NHBOE

(C) Methods by which trustees and their terms are determined

The terms of trustees will be staggered to profit from experienced, veteran board members while also welcoming a diversity of opinion and fresh perspectives that new members may offer. Trustees will be appointed for one, two, or three-year terms to establish initial staggered terms and enhance governance stability. The Board may appoint a trustee to fill a vacancy, but that Board member will only be allowed to serve until the original date expires. Board members may serve consecutive terms if voted by a Board majority.

The Board of Trustees, will select and appoint future trustees by majority Board vote, define future board terms, and vote policies for board governance. In conducting business, the Board will follow the New Hampshire Right to Know Law, *RSA 91-A*. For purposes of lawful meetings, official decisions will be made by a majority Board member vote. Records and meeting minutes will be kept in accordance with statutory guidelines. The Board of Trustees will begin governance within three months after receiving charter authorization. The Board's first task will be to create a selection process for the school's Executive Director. The Executive Director will be a non-voting member of the Board. Employees or relatives of employees may not become members of the Board but may participate in ad-hoc committees.

(D) Potential Location of Facility (if applicable)

In accordance with *RSA 194-B:8, II*, any facility chosen will be brought up to code to comply with all state and federal health and safety laws, rules, and regulations, including but not limited to fire safety, HVAC, plumbing, electrical, and the requirements of *ED 321.23(u)* and *(v)*. Upon approval of the charter by the New Hampshire Board of Education, initial trustees will arrange facility options with Manchester Community College. For the first two years, Spark Academy will rent space needed for classroom operation from MCC. In time, Spark Academy will also need resource and technology rooms, offices, and a multipurpose/gym area. At full capacity, Spark Academy may utilize approximately 16 classrooms for their core Spark or Running Start courses with the general goal of maintaining a student-teacher ratio of 20:1. In addition, the Manchester Community College will provide applicable Early College classes in their facilities.

(E) Maximum number, grade or age levels, and, as applicable, other information about pupils to be served.

During the first year of operation, Spark Academy will accept up to 60 students in its first year. Maximum enrollment at full capacity shall be 425 students. Should the number of potential students exceed the available spots, a blind lottery will be conducted to determine enrollment.

Spark Academy- Projected Enrollment					
Grade	Year 1	Year 2	Year 3	Year 4	Year 5
9	60	60	60	60	100
10		60	60	60	60
11			60	60	60
12				60	60
Total	60	120	180	240	300

(F) Graduation Requirements and Learning Objectives

Graduation Requirements & Certificate or Skills Training:

Spark Academy will update graduation requirements to comply with state regulations as needed.

Arts Education	1/2 Credit	CCSNH/Spark
Information and Communication Technologies	1/2 Credit	CCSNH
English	4 Credits	Spark Humanities
Mathematics	3 Credits	CCSNH & Spark
Physical Sciences	1 Credit	Spark Science Curriculum
Biological Sciences	1 Credit	Spark Science Curriculum
US and NH History	1 Credit	Spark Humanities
US and NH Government/Civics	1/2 credit	Spark Humanities
Economics	1/2 Credit	Spark
World History, Global Studies, or Geography	1/2 Credit	Spark Humanities
Health Education	3/4 Credit	Spark
Physical Education	1 Credit	Spark- Intramural Sports
Open Electives	10 Credits	CCSNH Advanced Technologies with Certificate/Associates Degree
Total	24 Credits	

Instructional Philosophy:

The educational philosophy of Spark Academy centers on a belief in the interrelatedness of all knowledge. While students are focusing on an experiential, project-based exposure to many technical fields, they will also be studying all areas of human history and creativity, and the connections between innovations in various fields of learning. There will be continual opportunities to seek relationships, understand common functioning principles, solve problems, come to personal conclusions, and develop new ideas.

This multi-discipline instruction is outlined in subsequent sections. (See (G) Schedule and Plan Elements, (H) Curriculum Plan, and Appendix A)

Grading Philosophy:

Our belief in dignity and the importance of hard work will govern our requirements for course completion and grading. Completion of course work will be a requirement for a good grade. Persistent and exceptional effort will be equally rewarded. "Work hard, don't give up, learn by persisting, demonstrate what you have learned."

Grading System Understandings:

- A - The student has exceeded expectations as to the completion of assigned work and has demonstrated a superior knowledge of the content in a manner which challenges the scope of the course curriculum, i.e., the student's knowledge and initiative extend beyond the curriculum.
- B - The student has met all expectations as to the completion of assigned work and has demonstrated a thorough knowledge of the content.
- C - The student has met expectations as to the completion of assigned work, has at times struggled to complete assigned work correctly yet has persisted with that work, and is able to demonstrate sufficient knowledge of the content to progress to the next level with ongoing reinforcement.
- D - The student has either (1) failed to complete assigned work or (2) struggled with content knowledge at a level which calls into question the student's ability to progress to the next level without the addition of significant tutoring.
- F - The student has demonstrated an inability to persist and complete assigned work and demonstrate knowledge of content to a level which would prevent the student from moving to the next level without significant intervention and a re-taking of the course or an approved alternative.

SMART Goals for individual students:

Three goals will be established for each student open entering school, based on prior achievement and standardized testing. Spark Academy strongly encourages a Learning Agreement with the individual student and parents. The three areas reviewed with the family for the establishment of student goals include:

- Personal ability
- Motivation
- Study habits, study skills, and organization

SMART goals will be annually assessed through:

- PSAT/SAT testing- After enrollment, Spark Academy students will take a placement test that will provide a base for longitude assessment. The PSAT/SAT achievement tests administered in the following years will show the progression of the students.
- ALEKS ongoing assessment
- Prior student assessments
- An annual student SMART goal assessment and adjustment will take place at or near the conclusion of each semester. These goals will be based on course rubrics and standardized test results, and NH Course Level Standards.

School-Wide SMART goals:

- Spark Academy’s program goals will be established as the result of data points collected when students enter the school. The patterns of need will be demonstrated through the students’ prior testing and prior assessment.
- Spark Academy will adjust the course objectives based on data points
- Spark Academy offers individualization of student instruction and assessment. The instructors will establish individual student goals for each course and rubrics.
- Demonstrated student effort will be an integral element of student assessment.
- Course assessment will include portfolio (especially in humanities) and content-based testing for math, science, and technology.

Methodology/Pedagogy:

- A multiple intelligences approach will be incorporated into Spark coursework wherever possible. Toward the end, experiential learning will be an integral element of the learning process, culminating in the student of advanced technologies through the MCC program and leading to certification and/or an associate’s degree.
- Mathematics and science will include hand-on practices in various labs and projects to be included in portfolio assessment.
- Humanities units will always include experiential elements as student explore the impact and interconnectedness of the various human endeavors that make up the human experience. Art, literature, music, math, science, geo-political changes, and technology all culminate in a vast record of our human journey and provide the students with much latitude to explore their individual interests while developing their skills through reading, discussion, and writing.
- As students prepare to enter Manchester Community College courses, they must meet the criteria established in prerequisites where prerequisites are required. Matriculation into MCC courses will be decided on individual student preparedness and will be made on a course by course basis. PSAT and SAT testing will be used to assess individual student growth and program success in addition student assessment. Grades achieved in MCC courses will added to the student’s transcript.

(G) Schedule and Plan Elements

- Curriculum studies are divided into four department studies at every grade level. The four main departments are Math, Science, Humanities and Technical Field Study. These departments incorporate both the high school curriculum that meets or exceeds NH state standards and the CCSNH courses. These department studies may also include Running Start options.

- Students will complete each level at their own pace and ability. If a student excels in a specific department study, that student will be allowed to pass to the next level in that same department. Students could potentially study various department courses at two or three levels within the same year.
- The average school week will operate on a rotating schedule.
 1. Four school days every week will include four 90-minute block classes in the four main department studies.
 2. During one school day per week (Innovation Day), department heads will augment studies through activities, projects, community leadership sessions, and/or field trips. Department heads will regularly meet to plan integrated lessons.
 3. At every grade level, the students will be divided into four groups that will work together as a unit on various projects and activities.

School Group Schedule:

Groups	1 st period	2 nd period	Lunch break	3 rd period	4 th period
Group A	Humanities	Technical Field Study		Science	Math
Group B	Math	Humanities		Technical Field Study	Science
Group C	Science	Math		Humanities	Technical Field Study
Group D	Technical Field Study	Science		Math	Humanities

(H) Curriculum Plan:

During the initial period of research, Spark Academy consulted experts in various fields to discover how best to serve the students, parents, and community in this particular region. The basic premise of this inquiry was to create a wholistic educational model for visual and kinesthetic learners that would broaden their prospective career options and encourage perseverance in worthy life pursuits. In addition, Spark Academy gained specific workforce insight from meeting regional business, trade and technical leaders, visiting other educational institutions, attending NH events (NH Tech Alliance, ARMI, Manchester and Concord Chambers of Commerce, Forum on the Future, NH MEP, Manchester Young Professionals, etc.) and reading NH publications (The Union Leader, NH Business Review, Business NH Magazine). Spark

Academy will continue to utilize advisors from their areas of expertise including finance, charter school and curriculum development, trade and technical fields, etc.

Advisors for curriculum development include:

Dan Larochelle (Technical Field Study)- Manchester Community College's Department Chair for Manufacturing and Robotics

Denis Mailloux (Humanities)- School Director of Trinity High School in Manchester (1996-2018)

Dr. Raina Eckhardt (Math)-MCC's Mathematics Program Coordinator

Joe Pouliot (Science)-Head of Robotics and Physics at Trinity High School: Adjunct at Manchester Community College

Scientific Research and Resources for Choosing Curriculum:

- *"The Assessment of Knowledge in Theory and in Practice"* by Jean-Claude Falmagne (University of California) and Jean-Paul Doignon (University of Brussels).
- *"The Logic of Interdisciplinary Studies"* by Sandra Mathison and Melissa Freeman
- *"Comparing the Impacts of a Problem-based Computer-Assisted Instruction and the Direct-Interactive Teaching Method on Student Science Achievement."* Chang, Chun-Yen *Journal of Science Education and Technology*, v10 n2 p147-53 Jun 2001

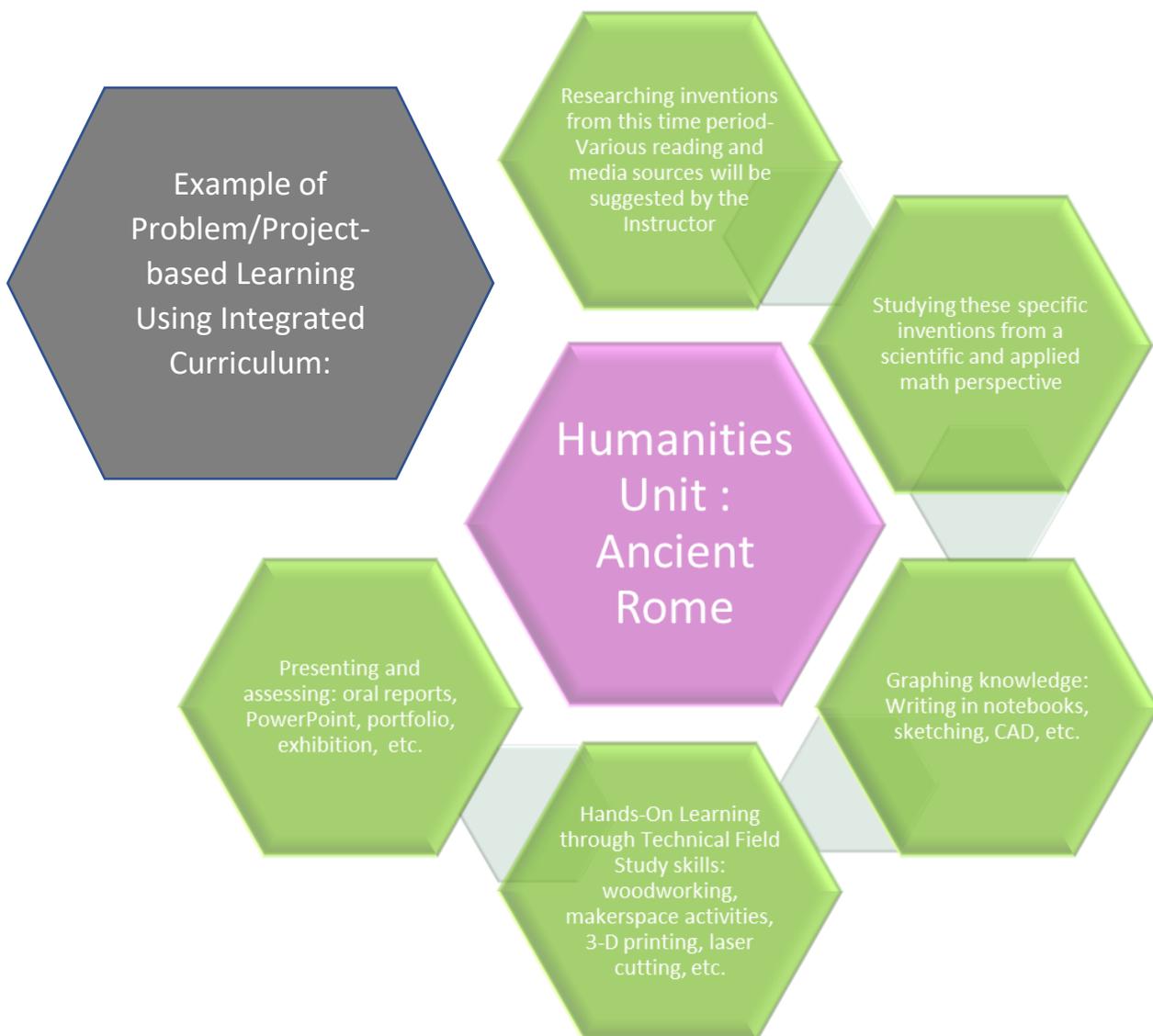
"Abstract: *Explores the effects of a Problem-based Computer-Assisted Instruction (PBCAI) on students' earth science achievement in Taiwan. One hundred and fifty-nine 10th grade students enrolled in four sections of a mandatory earth science course participated in this pretest-posttest control group experiment. A significant difference was found between the instructional methods used."*

- *Problem-Based Learning and High School Macroeconomics: A Comparative Study of Instructional Methods* Nan L. Maxwell, John R. Mergendoller and Yolanda Bellisimo *The Journal of Economic Education*, 2005, vol. 36, issue 4, 315-329

"Abstract: *The authors examined the potential differences between problem-based learning (PBL) and traditional instructional approaches in building knowledge of macroeconomic concepts and principles in high school students. Using data from 252 economics students at 11 high schools and controlling for individual characteristics, most notably verbal ability, they found modest evidence that, in the aggregate, PBL increased learning of macroeconomics at the high school level as compared with traditional classes.*

They found strong evidence of an instructional interaction with teachers such that, for some teachers, students' learning of macroeconomics increased using PBL but, for others, learning increased using more traditional instructional methods. Still other teachers saw no significant difference in learning under the two instructional strategies. The results suggest that problem-based instruction can improve student learning if instructors who are well trained in both the PBL technique and economics implement it."

- *Meeting Standards Through Integrated Curriculum-* Book by Susan M. Drake and Rebecca C. Burns
- *"Inquiry-Based Science Instruction—What Is It and Does it Matter? Results from a Research Synthesis"* *Journal of Research in Science Teaching*, 47(4), 474-496. Minner, D.D., Levy, A.J., and Century, J. (2010).



Early College program as outlined by Manchester Community College:

“Manchester Community College has established an Early College initiative that specifically allows NH high school students to take MCC credit-bearing courses. The credits students earn through Early College at Manchester Community College can be applied to a degree at MCC or possibly transfer to another college or University.”

Mathematics:

Dr. Raina Eckhardt, Advisor

Spark Academy will utilize Manchester Community College’s ALEKS mathematics program for Algebra and Geometry, both of which support the development of mathematics as determined by the New Hampshire Department of Education through correlation with the ACT College Readiness Standards. The ALEKS program aligns with Manchester Community College’s Math Department standards and provides the necessary prerequisite for their Early College math classes. The Early College math classes will be taught in CCSNH classrooms by CCSNH adjuncts or professors.

Clarification outlined by ALEKS:

“ALEKS is the practical realization of [Knowledge Space Theory](#) – the result of ground-breaking research in mathematical cognitive science initiated by Professor Jean-Claude Falmagne at New York University (NYU) and the University of California, Irvine (UCI) and Professor Jean-Paul Doignon at the University of Brussels. The core mathematical theory was created between 1983 and 1992 with the financial support of several National Science Foundation (NSF) grants to Falmagne at NYU and UCI. (Learn more about the National Science Foundation at www.nsf.gov.)



Knowledge Space Theory is authoritatively set forth in Falmagne and Doignon’s monograph, Knowledge Spaces, published by Springer in 1999. [A brief list](#) of key scientific research publications is available.

Other scientists joined the efforts to investigate Knowledge Space Theory, and currently more than three hundred scientific papers and several books have been published on this subject. A bibliographical database is maintained by Cord Hockemeyer at the University of Graz in Austria: <http://iinwww.ira.uka.de/bibliography/Ai/knowledge.spaces.html>

In 1992, Professor Falmagne obtained a large NSF grant for the development of the ALEKS educational software based on Knowledge Space Theory. To this end, he assembled at UCI a team of software engineers, cognitive scientists and mathematicians. Among them, Nicolas Thiery, Eric Cosyn and Damien

Lauly are current officers of ALEKS Corporation. The Corporation was founded in 1996 by Falmagne and key members of his development team to implement, maintain, and further develop the software on the internet and make it available to K-12 and college students. The ALEKS software has been granted by UCI to ALEKS Corporation under an exclusive, worldwide, perpetual license.

The complex educational software based on Knowledge Space Theory is capable of efficiently and accurately assessing knowledge in various disciplines, ranging from mathematics and the natural sciences to selected topics in business and the social sciences.

In contrast to standardized tests, which typically result in numerical measures of achievement or “aptitude”, the outcome of an ALEKS assessment consists in (i) the precise and comprehensive delineation of an individual’s competence in a subject in the form of his or her knowledge state describing all the types of problems mastered by that individual, and (ii) a comprehensive list of the topics the individual is ready to learn (referred to in Knowledge Space Theory as the outer fringe of that individual’s knowledge state).”

Level One:

Integrated Math program:

(also called *Foundations for College Mathematics*-Math 090 at MCC)

This program uses web-based technology for the self-paced ALEKS program and includes Algebra and Geometry. According to the MCC course description, “Students may take this course over multiple semesters until all the concepts have been mastered.”

This developmental program will be augmented through additional applied math lessons. These applied math lessons will illustrate algebraic and geometry concepts through projects and activities. Upon completion of this program, the Community College System of New Hampshire will allow the students to take dual credit math classes that will count toward both their high school and college graduation requirements.

Level Two:

Statistics: The students will enroll in Statistics or another similar course through Manchester Community College after they complete the high school Integrated Math program.

Entrepreneurship and Economics: The knowledge the students gain through studying both practical and theoretical economic structures will transition toward microeconomics and entrepreneurial skills. In this course, students will create a micro-business concept that could be feasible in a real-world setting. {Resources may include Thomas Sowell’s *Basic Economics*,

Booker T. Washington’s *Up from Slavery*, Daniel H. Pink’s *Drive*, Peter H. Diamandis’ *Abundance: The Future is Better Than You Think*}

Levels Three and Four:

Students will have the option to take additional math courses through CCSNH. These Running Start or Early College courses will count toward their college certificate or associate’s degree requirement. Credits necessary for graduation will be funded through Spark Academy.

Humanities :

Dennis Mailloux, Advisor

The Humanities Program will emphasize the New Hampshire standards through the development of students’ abilities to demonstrate an understanding of history as the growth of human endeavor in social, governmental, political, cultural (literature and art), mathematical, scientific, and technological terms. The skills of reading, writing, research, hands-on application, and presentation will be the cornerstones of student activity as they work to move from observation of correlation to demonstration of causality through individual, group student work, and exhibition. The interconnectedness of human endeavor will lead the students to study humanity as the sum of all its parts. The fundamental principles of research and communication will lead to greater emphasis on more advanced application of these tools as the students’ progress through the Humanities Program. Students will focus on human advancements in technology and the trades through their History and English studies.

Levels One through Three:

Cycle One	Cycle Two	Cycle Three
Ancient History to the Fall of Rome	Explorers to 1815	Modern History
Middle Ages to the Renaissance	U.S./ NH History and Government	(U.S. History included)

English resources include:

- Edutopia
- New Tech Network (student success rate: 94% graduate high school and 83% persist in college)
- *Launch: Using Design Thinking to Boost Creativity and Bring Out the Maker in Every Student* by AJ Juliani and John Spencer
- *The Successful Highschool Writing Center* by Dawn Fels
- *A Guided Inquiry Approach to Teaching the Humanities Research Project* by R. Schmidt, E. Giordano, and G. Schmidt
- *Project-Based Writing: Teaching Writers to Manage Time and Clarify Purpose* by Liz Prather

Sample History (Cycle One) Resources for the Instructor:

- *Epic of Gilgamesh*
- *The Sumerians: The History, Culture, and Character* by Samuel Noah Kramer
- *The Odyssey* by Homer
- *The Histories* by Herodotus
- *I, Claudius* by Robert Graves
- *The Murder of Tutankhamen* by Bob Brier
- *Helen of Troy* by Bethany Hughes
- *Persian Fire* by Tom Holland
- *Carthage Must Be Destroyed* by Richard Miles
- *Augustus: The Life of Rome's First Emperor* by Anthony Everitt
- *Rubicon: The Last Years of the Roman Republic* by Tom Holland
- *The Fires of Vesuvius: Pompeii Lost and Found* by Mary Beard
- *Temples, Tombs & Hieroglyphs: A Popular History of Ancient Egypt* by Barbara Mertz
- *Ghost on the Throne: The Death of Alexander the Great and the War for Crown and Empire* by James Room
- *The Hemlock Cup: Socrates, Athens and the Search for the for the Good Life* Bettany Hughes
- *Aeneid* by Virgil
- *Jerusalem: The Biography* by Simon Sebag Montefiore
- *The Far Traveler: The Voyages of a Viking Woman* by Nancy Marie Brown
- *1066: The Year of the Conquest* by David Howarth
- *The Swerve: How the World Became Modern* by Stephen Greenblatt
- *The Vikings: A History* by Robert Ferguson
- *The Maid and the Queen: The Secret History of Joan of Arc* by Nancy Goldstone
- *Queen Emma: A History of Power, Love, and Greed in 11th Century England* by Harriet O'Brien
- *Becoming Charlemagne: Europe, Bagdad, and the Empires of A.D. 800* by Jeff Sypeck
- *Agincourt: The King, The Campaign, The Battle* by Juliet Barker
- *Queen of the Conqueror: The Life of Matilda, Wife of William* by Tracy Borman

- *The Troubadour's Song: The Capture and Ransom of Richard the Lionhearted* by David Boyle
- *The Norman Conquest* by Marc Morris
- *Beowulf*
- *The Time Traveler's Guide to Medieval England* by Ian Mortimer
- *The Great Mortality: An Intimate History of the Black Death* by John Kelly

Level Four:

Humanities Study

- CCSNH Humanities elective to meet associate's degree requirements, if applicable.
- CCSNH Composition I (mandatory)

Science:

Joe Pouliot, Department Chair

The Physical Science, Biology, and Chemistry course will be predicated upon the development of the requirements outlined by the New Hampshire Department of Education. These courses may include Running Start or Early College options.

Level One:

1. Physical Science-

Resources may include the following curriculum:

- *Tillery's Physical Science*
- *Pearson's Physical Science: Concepts in Action*
- *Conceptual Physical Science*

2. Chemistry-

Resources may include the following textbooks:

- *Chemistry: A Molecular Approach* by: Nivaldo Tro, PH.D
- *Chemistry: The Central Science*

Level Two:

1. Biology- Resources may include *Campbell Biology*

2. Health- {Vlacs course supplemented by health seminars and specific training}

Course topics may include:

- First Aid and Safety
- Prevention of Drug, Tobacco, and Alcohol Abuse
- Nutrition and Fitness
- Basic Hygiene

- Environmental Health
- Mental Health
- Safe interactions with humans (including family, community or other relationships).

Level Three and Level Four: At these levels, students have the option to take additional science or other academic courses through CCSNH.

Technical Field Study:

Dan Larochelle, Department Chair

Each student will learn a trade and/technical skill and be workforce ready upon graduation. The student majority will earn both a high school diploma through Spark Academy and a certificate or an associate degree through CCSNH. If a student's chosen field does not require a certificate or associates degree, qualifications may be acquired through an apprenticeship program running parallel with Spark Academy's high school curriculum. Students must complete their trade and/or technical training before graduating from Spark Academy of Advanced Technologies. These courses may include Running Start or Early College options.

Level One:

- Computer Aided Design (CAD): This course, a prerequisite for many technical fields, will incorporate both the art and computer NH high school requirements to aid manufacturing, construction, and other industry studies.
- Makerspace Workshop: Spark Academy students will delve into projects involving woodworking, laser cutting, 3-D printing, electronics and other tools.
- Coding: This course is an introduction into computer programming as a universal language.

Levels Two through Four:

Spark Academy will concentrate on Early College CCSNH courses including the following options:

Advanced Manufacturing Technology

- Advanced Manufacturing Degree
- Computer Aided Design (CAD) Certificate
- Mechatronics Certificate
- Robotics Certificate

Potential jobs in this field include:

- Automation Technician
- Engineering Technician

- Mechanical Engineering Tech
- Robotics Operator
- Manufacturing Technician
- Robotics Technician
- R&D Technician

Students may transfer to a four-year program through the Mechanical Engineering Technology, Mechatronics or Robotics CCSNH pathways.

Computer Science

- Computer Science and Innovation Degree
- Programming Certificate
- Web Programming Certificate

Potential jobs in this field include:

- Web Developer
- Software Engineer
- Networker
- Mobile App Developer
- IoT Developer
- Web Designer

Cybersecurity

- Cybersecurity Investigations Degree
- Programming Certificate
- Web Programming Certificate

Potential jobs include:

- Cybersecurity Investigator
- Intrusion Detection Specialist
- Mobile Device Data Recovery
- Network Security Specialist
- Data Recovery Specialist
- Computer Technician
- Systems Analyst
- Computer Forensic Analyst

Heating, Ventilation and Air Conditioning (HVAC)

- Heating, Ventilation and AC Degree
- Advanced HVAC Certificate
- AC & Refrigeration Certificate
- Heating Services Certificate

Potential jobs include HVAC contractors, fuel providers, mechanics, installers, etc.

Electrical Technology

- Electrical Technology Degree
- Electrical Technology Certificate

Potential jobs include:

- Electrician
- Electrical Maintenance Tech
- Electrical Research Tech
- Electrical Distribution Sales
- Electrical Relay Technician
- Electronics Troubleshooter

Welding

- Welding Technology Degree
- Welding Technology Certificate

Potential jobs include:

- Cutter
- Machine Setter
- Solderer and Brazer
- Machine Operators
- Machine Tenders
- Welder

Physical Education: Physical Education classes and events will be offered at Spark Academy. Activities (30-60 minutes a day) may include student recess, intramural sports, hikes, and field days. During the high school years, each student will participate in an annual physical assessment. In addition, Spark Academy will encourage an active lifestyle outside the classroom to enhance wholistic well-being and personal responsibility.

Spark Academy will use the SHAPE America high school curriculum as a resource.

Internship Program (not required for graduation):

Level One:

- **Community Service-** Students will benefit the community with a project or activity while developing personal growth, social skills and initiative. Ideally, the students will choose a community service option that will complement their career goals and purposeful passions.

Level Two:

- **Community Service and Internship Training-** Spark Academy believes the Community Service and Internship Training opportunities will cultivate self-motivated, capable individuals who will become assets to their families, their societies, and themselves.

Level Three:

- **On-Site Internships-** Students will gain pertinent work experience and constructive insight through their involvement with regional companies and businesses.

Extended Learning Opportunities (ELO): Spark Academy will offer the NHDOE standards for Extended Learning Opportunities through apprenticeships, internships, community service, independent study, online learning, etc.

Sample Outline of Block Classes for Each Department:

Block Classes:	Level One	Level Two	Level Three	Level Four
Math	Integrated Math	CCSNH Statistics*	CCSNH Course 1*	CCSNH Course 1*
	Applied Math (Coding)	Business Economics & Entrepreneurship	CCSNH Course 2*	CCSNH Course 2*
Humanities	History	History	History	CCSNH- Composition I*
	English	English	English	CCSNH Humanities elective *
Science	Physical Science	Biology	CCSNH Course*	CCSNH Course 1*
	Chemistry	CCSNH Course*	CCSNH Course*	CCSNH Course 2*
Technical Field Study	CAD*	CCSNH Course*	CCSNH Course 1*	CCSNH Course 1*
	Coding			
	Makerspace	CCSNH Course*	CCSNH Course 2*	CCSNH Course 2*
	Workshop			

*CCSNH Early College or Running Start Classes

(I) Achievement tests and other assessments to measure pupil goals and accomplishments

In accordance with *RSA 194-B:8 V*, Spark Academy will administer New Hampshire's current statewide standardized test as provided in *RSA 193-C*. State assessments include American Institute for Research (AIR) for Science and College Board School Day SAT for ERW and Mathematics. Spark Academy may use other supplemental testing methods such as the NorthWest Evaluation Assessments (NWEA).

Spark Academy will evaluate student achievement using a range of methods including portfolio assessments, projects and exhibitions, and oral presentations. In addition, students will fulfill prerequisite requirements for their CCSNH courses and earn transferable college credits through their technical program.

(J) Staffing Overview:

The period immediately after charter authorization until three months before the school's initial opening will be considered the Period of Planning and Operational Development. This planning will commence once authorization is granted. During the planning and development period, project staff will include start-up coordinators, as needed advising specialists, personnel from other organizations, and volunteers.

Tasks related to school development include:

- Board initiations and governance training (see pg. 6 Board Training)
- Facility and staff search, acquisition, and training
- Curriculum development and course design
- Creating a parent-student handbook and an operational manual
- Materials development and marketing
- Set-up of administrative systems
- Financial operations, revenue initiatives
- Dissemination of information to schools, parents, and colleges
- Organizing and implementing student safety procedures

Staffing

Spark Academy is committed to recruiting staff with a diverse range of skills, teaching and administrative experience, and cultural and ethnic backgrounds. Other desired qualities and qualifications include:

- a commitment to the mission and vision of the school;
- an ability to work effectively on a team with colleagues, students, families, and community members;
- experience with a variety of instructional approaches, including project-based learning;
- interest or expertise working with a diverse student population;
- a commitment to their own professional growth.

Executive Director

Qualifications:

- Meet all NH regulations for eligibility and teacher certification, preferred;
- Master's Degree from an accredited university, preferred;
- Minimum of 5 years teaching and/or school administration experience, preferred;
- Experience with administrative duties;
- Background in high school education;
- Demonstrated leadership and management experience;
- Other qualifications as the Board may find appropriate.

Duties of the Executive Director will include but are not limited to:

- Communication with the Board, department heads, teachers, students, parents, districts, and the public
- Staff management
- Curriculum development
- Disciplinary issues
- School culture
- Human resources
- Professional development
- Operational management
- School safety
- Coordination with sending districts
- Implementation of day-to-day operations and procedures
- Presentation of reports to the Board at each bi-monthly meeting to include a review of all aspects of school operations, including a financial dashboard to be prepared by the business manager;
- Presentation to the Board annual performance reviews of all faculty and staff.
- Relations with the NH DOE and NHBOE

Director of Community and Student Affairs:

(Bachelor's degree in a pertinent field, preferred)

Preferred qualifications:

- Experience with websites and social media
- Involved with the community, networking and fundraising events
- Experience with high school instruction and/or leadership
- Experience with organizing parent groups

Duties of the Director of Community and Student Affairs will include:

- Community involvement, networking, and fundraising;
- Scheduling local business owners and technical/trade experts to give Leadership Presentations to the students;
- Organizing the Community Service and Internship Program;
- Planning student exhibitions, field trips, project and school activities, and oral presentations;
- Supervising the school’s website and social media presence.

Faculty Department Heads/ Instructors: Mathematics, Science, Humanities, and Technical Field Study:

(Bachelor’s degree in the related educational field, preferred)

In accordance with *RSA 194-B: 14 IV*, no less than 50% of teachers employed by the school will have New Hampshire teaching certificates or have three years teaching as required by New Hampshire Charter School statute. Spark Academy anticipates that many of the instructors will also be MCC faculty or adjuncts.

Preferred qualifications for positional duties:

- Experience with coordinating and presenting student lesson plans, activities, and projects;
- Proficiency in formulating a cohesive educational goal for each student;
- Experience teaching in their designated department and/or proof of knowledge in the subject they will teach:
- Possessing skills for collaboration with CCSNH adjuncts and professors over curriculum and other objectives.
- Bachelor’s Degree and NH Department of Education Certification: preferred
- Evidence of lifelong learning
- Flexibility regarding the need to develop new skills and content standards
- Evidence of involvement in creative/inventive endeavors
- Willingness to join a dynamic learning community focused on the mission and purpose as stated in school documents.
- Expressed versatility with respect to the tasks needed to foster a continuing cycle of institutional and personal improvement
- The ability to serve as a good role model to the students

Special Education Coordinator:

Spark Academy will hire a Special Education Coordinator who has gained experience in school counseling and has met NH standards for this field.

Preferred qualifications and experiences may include:

- Teaching in a classroom;
- Demonstrating skills in partnering with families;
- Demonstrating effective written and oral communication;
- Meeting the needs of a diverse student population;
- Adhering to a high level of professional and ethical standards.

Spark Academy will accommodate the IDEA and CCSNH Special Education standards and meet with the sending districts to coordinate pathways for SPED services. Faculty may receive ongoing professional development training in pedagogy, assessment, IEP implementation, and classroom management from the Executive Director and the Special Education Coordinator.

SPED consultant (pending approval): Ron Losier, M. Ed.-guidance counselor at Trinity High School in Manchester, NH

Additional pertinent faculty and staff will be added as needed. Spark Academy sets a goal of one teacher and one assistant for each classroom. Some assistant services can be provided by volunteers or teachers in training. Spark Academy will conduct school employee and volunteer background investigations in accordance with RSA 189:13-a.

Resources for Faculty and Staff training in best practices will include:

- Charlotte Danielson’s Framework for Teaching
- “Teach Like a Champion” by Doug Lemov

(K) Personnel Compensation Plan

Salary

The Executive Director, Teachers, and Administrative Staff of Spark Academy will be paid a salary. The salaries of full-time or part-time personnel shall be paid on a bi-weekly basis. Part-time employees can be paid on an hourly rate or monthly rate, whichever is deemed appropriate by the Executive Director. All independent contractors, whether full-time or part-time, will be paid on fixed price contracts based on negotiated rates. See budget for salary expectations.

Vacation and Sick Leave

Spark Academy will publish an annual calendar of holidays and vacations during which the School will officially be closed. The calendar will generally coincide with the school district where the Spark Academy facility shall reside. Full-time employees will also receive a maximum of ten days of paid time off per year. Time off must be used during the school year in which they are accrued and may not roll over or accumulate. Spark Academy does not differentiate between personal leave and sick time. Employees may use the 10 days at their discretion and

according to the handbook. Personal business is officially defined as something that cannot be done at any time other than a school day, during school hours or used to care for family members who are ill. No justification is required for the paid ten-day benefit.

The Director may require an employee to verify the claimed reason for any absence and the employee shall be obligated to verify the claim with an official Doctor's note if absences exceed ten days and impact school hours of operation. These additional absences will be unpaid.

Spark Academy intends to participate in an official 401k retirement plan. Participation in a retirement program is subject to availability and cost. The school will strive to provide matching funds, but this will be determined by available funding and budgetary restrictions.

(L) Pupil Transportation

Spark Academy will comply with charter law provisions that govern student transportation under *Section 194-B:2*, which states:

“Attendance at a chartered public school for the purposes of transportation shall not constitute assignment under the provisions of RSA 189:6 and RSA 189:8. Pupils who reside in the school district in which the chartered public school is located shall be provided transportation to that school by the district on the same terms and conditions as provided for non-chartered public schools in the district and utilizing the same regular bus schedules and routes that are provided to pupils attending non-chartered public schools within that district.”

Students attending the charter school who reside in the host school district shall ride direct transportation.

“For the purposes of open enrollment, neither the sending nor the receiving school district shall be obligated to provide transportation services for pupils attending an open enrollment school outside the pupil's resident district. No transportation will be provided by a sending school district or receiving charter school for students whose residence is other than where the school program is located.”

Spark Academy anticipates that students will come from many different communities around New Hampshire. We will help to assist parents and students who wish to coordinate personal transportation from outside the district in which the charter school is located.

Additional CCSNH Early College classes or Extended Learning Opportunities (not mandatory) may be offered outside Spark Academy's regular school schedule. In those particular cases, the students will be responsible for their own transportation. However, Spark Academy will work with CCSNH to coordinate feasible Early College class schedules for Spark Academy's students.

Spark Academy may partner with the sending school districts for extracurricular activities and allow for early release for these activities.

For further clarification on pupil transportation, see p.29 **(S) School Calendar arrangement and the number and duration of days pupils are to be served pursuant to RSA 194-B:8, III.**

(M) Statement of Assurances Related to Non-discrimination

Spark Academy will not discriminate on the basis of race, color, religion, national or ethnic origin, age, sex, sexual orientation, gender identify, disability, socio-economic or marital status in the selection of students or staff or in the administration of the school or in any other way that is prohibited by law. The Board of Trustees will develop and adopt a policy of open acceptance and will create administrative procedures to address any discriminatory concerns. Spark Academy will comply with the federal discrimination law as stated in Title IX by the U.S. Department of Education's Office for Civil Rights. The CCSNH will also adhere to the following non-discrimination standards for their Early College program:

- Title VI and VII of the Civil Rights Act of 1964
- The Age of Discrimination Act of 1967 (ADEA)
- Title IX of the Education Amendment of 1972
- Section 504 of the Rehabilitation Act of 1973
- The Americans with Disabilities Act of 1990 (ADA)
- Section 402 of the Vietnam Era Veteran's Readjustment Assistance Act of 1974
- NH Law Against Discrimination (RSA 354-A)

(N) Method of Coordinating with a Pupil's Local Education Agency (LEA) for Matters Pertaining to Special Education Programs or Services

As a state authorized open enrollment school, Spark Academy will accept applications from any student who is a New Hampshire resident. In accordance with New Hampshire law *RSA 194-B:8*, Spark Academy will not discriminate against any student with a disability as defined in *RSA 186-C*. Under New Hampshire's charter school statute, *RSA 194-B:11, III*, when a child with disabilities attends a chartered public school, all current options available to the parent and the school district are retained. Spark Academy will operate in compliance with all state and federal laws.

Pursuant to *RSA 194-B:11, III*, the decision-making responsibility for the special education process for children with disabilities attending a public charter school, remains with the students' sending school districts. Spark Academy's Special Education Coordinator will work with the students' Local Education Agencies (LEA) to foster the highest level of effectiveness and collaboration for the benefit of the students. In addition, *RSA 194-B:11, III* provides that the

sending school districts remain responsible for the funding for children with disabilities attending a chartered public school. Spark Academy will work closely with each student's LEA to ensure a smooth transition and will review all documentation pertaining to the individual student's educational needs. In the event that a student comes with a 504 Accommodation Plan or an Individualized Education Plan, the Executive Director or designated staff, will meet with the LEA's special education team at scheduled meetings to review and adjust educational goals. The sending district will be required to provide the school with a complete copy of each student's IEP for implementation and monitoring purposes.

See section (J) for more details concerning the Special Education Coordinator and plans.

(O) Admission and Enrollment Policy and Procedures

Spark Academy is committed to building a strong and diverse community of students and teachers. Admission to the charter school shall be open to any student who resides in the State of New Hampshire. Methods of admission shall not be designed, intended or used to discriminate or violate individual rights in any manner prohibited by law. For the success of the school and its students, Spark Academy will help educate prospective families on the benefits and challenges of attending a public charter school. Spark Academy will hold multiple, pre-enrollment information sessions, in an effort to allow prospective families to learn more about the school and the public charter school experience.

Admission Procedures:

Spark Academy will follow the basic method of admissions that defines charter schools nationwide:

Admission shall be blind; Should the number of applicants exceed capacity, students will be chosen by a lottery system, with a wait list developed from the lottery overflow.

Admissions Process Overview

Prospective students and their families will be strongly encouraged to attend at least one informational meeting at which our educational approach and school expectations of students and their families will be explained, prior to enrollment;

Spark Academy will produce application packets for prospective students about the school, its philosophy and expectations of attending students, their families. These and other student related policies will be posted and available to the public, online;

Parents will be asked to sign an agreement indicating their understanding of the School's Mission, and other expectations as part of the admission process;

Interested families will then submit their application;

A committee will review applications for completeness;

Should applicants exceed the number of spaces available, a blind lottery, organized by grade and will be held. Those not accepted in the lottery will be placed on a waiting list in the order determined by the lottery;

All accepted students will receive notification. Those who have been wait-listed will be notified;

Soon after the enrollment process is complete, Spark Academy will hold meetings for admitted students and their families and provide an orientation for students and families.

Completed applications received after deadline will be added to the waitlist according to timestamp requirements.

Enrollment Provisions

Spark Academy *will* offer automatic re-enrollment to its students. Families will be asked to sign a letter of intent to re-enroll by a stated date preceding the lottery.

Spark Academy will admit students from the wait-list should space become available after the lottery.

Siblings of children already enrolled at the school will be exempt from lottery, space permitting.

The Board reserves the right to give preference in enrollment to the children of Spark Academy's and Manchester Community College's faculty and staff and Spark Academy's Board of Trustee members.

Spark Academy will reserve up to five spots for the children of Spark Academy's and Manchester Community College's faculty and staff.

(P) Philosophy of student governance and discipline, and age-appropriate due process procedures to be used for disciplinary matters including suspension and expulsion.

Commitment to conflict mediation and dispute resolution

This school's philosophy of student discipline is built upon the origin of the word that includes learning and understanding to establish the order needed to achieve our goals.

The school's rules exist for a variety of reasons:

- to fulfill legal requirements
- to maintain a safe environment
- to establish ethical standards
- to develop respectful atmosphere
- to create order for the attainment of our core purpose to educate

The thoughtful establishment of rules and thorough explanation of those rules is intended to provide the basis upon which our students will become more self-disciplined and incorporate leadership into that self-discipline.

Since we strive to provide an academically appropriate and challenging environment, Spark Academy will build the pillars of respect, responsibility, and achievement in all we do. Student government will be empowered to develop a code of student conduct stemming from these pillars and will be asked to join the administration and faculty in recommending program based on these pillars to educate all students. Students will not be asked to adjudicate disciplinary matters, but through student government, will be invited to share the perspectives of the student body with the administration. In this manner, students will always have an opportunity to inform the administration as to the way discipline is understood by the students. If our goal is to develop understanding through discipline, we must always invite our students to respond to our actions.

While it is true that some transgressions are of an egregious nature requiring just consequences, it is our belief that most behaviors may become opportunities to help our students learn the importance of their individual actions.

For several reasons, Spark Academy does not punish its students with suspension for infractions and violations of the school code of conduct or of the rules of the school.

1. Studies have shown that school suspensions harm both the suspended students and those who have not been suspended. A punitive school environment and the missing of classes by some students are harmful to all students.
2. Suspensions are punishments not related to a violation. Spark believes in consequences related to the violation, not punishments. For instance, a student who steals or destroys an object belonging to the school or to another student would apologize to those who have been harmed and replace the object.
3. Consequences have a healing effect on all stakeholders involved in a violation or infraction, through apologies and making amends. Suspensions do not.

Spark Academy does reserve the right to remove a student from school on the basis of the student's own health and safety or the health and safety of others. When this happens, it is not considered to be a punishment, however, but a necessary measure to restore order. The student sent home, may or may not receive consequences for his actions upon his return to school. But the home interval is a necessity, not a punishment.

Philosophy of discipline:

All too often students become the object of a teacher's attention due to behavioral issues. Far less frequently do we provide our students with attention for positive behavior and achievement. For this reason, Spark Academy promotes an atmosphere

of positive and restorative reinforcement as the foundation for the personal discipline we wish to engender in our students. While a positive atmosphere cannot preclude all behavioral issues, it can do much to reduce behavioral problems while encouraging students to be their best.

To the extent possible, negative student behavior will be addressed privately with the student, though in some cases, this is not possible as in incidents of major disruption or dangerous behavior.

The general premise for Spark Academy's approach to negative student behavior will be to address problem behavior privately while praising positive behavior publicly, thus sparing the student public embarrassment while providing public and esteem-building public praise. The venue for public praise may simply involve acknowledgement of positive behavior before a student's peers in class or at school-wide activities/events. The process of establishing and maintaining positive classroom and school-wide discipline: teachers and administrators promote a positive school atmosphere by providing positive reinforcement for positive behavior and promoting achievement as an ongoing objective for lesson planning and in all interactions with the students.

Addressing negative student behavior:

- Discipline issues often begin with lesser infractions which, when unaddressed, become greater issues.
 - When lesser negative behaviors occur, i.e., tardiness, speaking/acting in a manner incongruent with school/class activities, the behaviors will be addressed through private discussion with the student by removing him or her from peers just outside the classroom or after class so that the student is not humiliated by teacher direction.
 - Chronic problem behavior and/or more significant behavioral issues will be addressed after consultation with the director who will meet with the student to attempt resolution. This meeting may result in an improvement plan with the student who will, at that time, become accountable with the director regarding his or her behavior. For lesser transgressions, parents will not be contacted so as to work toward building self-control and self-discipline in the student. This is an age-appropriate approach for lesser transgressions.
 - Should the student fail to meet the expectations established in the improvement plan, parents will be contacted for reinforcement from home so as to assist the school in its efforts. Sanctions may be imposed with the student depending upon the nature of the problem behavior and the extent to which the improvement plan has not been followed.
 - Should the student continue to demonstrate problem behavior, a meeting with the parents/guardians will be required. Should the parents/guardians refuse to meet, the student will receive greater sanctions, i.e., restriction from school activities and school-related service. The parents/guardians may be required to withdraw the student from the school as refusal to meet with the director will constitute failure on the part of the parents/guardians to support the school's mission and purpose.

- As our students will rely heavily on bus transportation and as many parents do not have the ability to take students home from school, detention will not be employed.

- Resolution of problem behavior will always result in a student's full ability to continue without any stigma. The ability to begin anew is integral to making discipline a matter of finding teachable moments and thus leading to the true development of the student's self-discipline.

- Dangerous behaviors will result in the contacting of law enforcement and the appropriate documentation. For these behaviors, the school will follow all mandated legal requirements.

Spark Academy will comply with all state-reporting requirements. As part of its discipline procedures, Spark Academy plans to adopt (among others as required) policies on:

- Student Due Process, according to RSA 193:13, that will be printed in the Student Handbook, according to RSA 189:15;

- Assault, defined in RSA 362, which may include a necessity for a student to leave school for a period not exceeding 10 days and notification to the Chairman of the Board of Trustees;

- Child Restraint, which will be adopted in accordance with Section Ed 1113.04, Ed 1114.07 and RSA 126-U;

- Anti-Bullying and Cyberbullying, in accordance with RSA-193F.

(Q) Method of administering fiscal accounts and reporting, including a provision requiring fiscal audits and reports to be performed by an independent certified public accountant.

Spark Academy will follow NH public school accounting guidelines and will put in place internal accounting controls necessary to safeguard its assets and to prevent and detect financial statement misstatements. The School will maintain accurate financial records in accordance with Generally Accepted Accounting Principles (GAAP) for non-profit corporations. A bookkeeper will provide a financial report at every official Board meeting. An annual audit will be conducted by an independent certified public accountant according to state requirements.

The Board of Trustees will appoint a Treasurer to provide the oversight necessary for monitoring the financial status of the School. The Treasurer shall report the financial status of the School to the Board of Trustees at the regularly scheduled board meetings. The Board shall also adopt policies for the financial management of the School, including policies on conflicts of interest for Board members, Administration, and Faculty.

The Board will approve accounting policies and internal controls and procedures to be followed by all employees, contractors and Board members to ensure the proper tracking and use of

school funds. A general account will be set up for the administration of funds, and the Treasurer and named members of the Board of Trustees will have check-writing authority. Each individual with check-writing authority will be covered by a fidelity bond in accordance with the guidelines of the New Hampshire Department of Revenue Administration.

Except for emergency purchases approved by the School's authorized personnel (up to a maximum to be established by the Board of Trustees), all expenditures and contracts will be handled through an approved system of internal control and procedures for status of account balances.

The accounting will be handled by bookkeeper approved by the Foundation. The Foundation will assist with all items related to budgeting, accounts payable, accounts receivable, and audit preparation.

Annual Audit

Spark Academy will comply with all required reporting requirements specified in NH charter school section, (RSA 194-B:10, I-V). Section 194-B:10, I-V requires that all public charter schools issue an annual report, perform annual financial audits, program audits, and participation during the annual school budget process. The School will also comply with all requirements set forth in ED 318.07 regarding the contents of its annual report.

As required by law, the annual report will be provided to the State Board of Education and any person who requests it. In addition, a summary version of the annual report and periodic reports will be made available to the parent or guardian of each student and the public via electronic access. The Board will select an external, independent audit firm to complete the required annual audit and report. The audit will address accounting practices and review the School's internal controls. The audit will be conducted in accordance with applicable generally accepted accounting principles. It is anticipated that the annual audit will be completed within a timely manner and meet the deadline of the Department of Education. The administration and Board of Trustees will review and respond to the audit report and management letter, if necessary, and include the audit results in its annual report.

(R) Annual budget, including all sources of funding (also include a proposed five-year budget containing revenue and expenditures).

The Spark Academy will use the state's charter school per pupil aid as a basis for shaping its own budget. The Spark Academy will apply for a federal charter school startup grant which will be used in accordance with U.S. DOE guidelines pertaining to proper charter school startup expenditures.

The Spark Academy Foundation recognizes that the financial sustainability of a charter school requires a long-term fiscal plan, especially after the expiration of the federal grant. The Spark Academy Foundation is committed to working with the Board of Trustees to

seek a diverse portfolio of revenue sources to establish and guarantee long-term fiscal sustainability. Enclosed to this application in Appendix B is the proposed 5-year annual budget plan for the school outlining the use of budget and startup grant, as well as donated funds.

Fiscal Issues

The Executive Director will work closely with the Treasurer and bookkeeper to review the new budget. Spark Academy Board of Directors will review and approve each budget prior to each fiscal year. Annual budgets will contain adequate reserves and will be submitted to the appropriate State Offices, and any other entities as required by law.

Spark Academy may receive funding in accordance with NH State and Federal law and will opt to receive funding directly from the State. These funds may include, but are not limited to, general purpose block grants, categorical block and non-block grants; charter school funding from the New Hampshire Department of Education, the federal government or other sources; and any other available or mutually agreeable sources of funding for programs. Spark Academy expects that any funds received by the charter authorizer and due to the school will be forwarded to Spark Academy in a timely fashion.

(S) School calendar arrangement and the number and duration of days pupils are to be served pursuant to RSA 194-B:8, III

Spark Academy will follow, at a minimum, a 180-day school year in accordance with the *RSA 194-B:8, III*. Spark Academy may allow students to complete “blizzard bags” when necessary. Spark Academy will follow the calendar of the district in which the charter school is located to best coordinate transportation services and better serve multi-student households. It is expected that days will begin at approximately 8:00 am and end at 3:30 pm, though some flexibility may be required to meet our host district’s bus route schedule.

Early College classes are separate from Spark Academy and will follow CCSNH protocol. However, Spark Academy will make necessary travel arrangements for Manchester students through the Manchester School District when the Early College classes are required for high school graduation but deviate from the regular Spark Academy schedule. The Manchester school district has already set a precedent working with the local charter schools on this particular issue. When a charter school must operate outside the regular Manchester school district schedule, that charter school can arrange to pay for additional transportation. These arrangements include charter school field trips and other ELO activities.

The core Spark and Running Start classes required for high school graduation will align with the Manchester School District schedule. All first-level and second-level classes will follow this schedule. Spark Academy is working with MCC to create an Early College class schedule that fits inside Spark Academy’s schedule perimeters. MCC has the flexibility to accommodate this

schedule. A lull of class activity currently exists in MCC's afternoon schedule. For the convenience of both MCC and Spark Academy, the Early College classes for Spark students can occur during this specific interval.

When the Spark Academy schedule differs from the MCC schedule, the Spark students can use that time for projects at Spark Academy, internships or other Extended Learning Opportunities (ELO). Spark Academy anticipates these schedule gaps for some third-level and all fourth-level classes. During these schedule gaps, Spark students can utilize their learned skills through Spark Academy's partnerships with the community and local businesses.

(T) Provision for Evidence of Adequate Insurance Coverage

Pursuant to *RSA 194-B:1*, Spark Academy will be a public school afforded the same protections as all other public schools under *RSA 507(b)*, which provides for limited general liability for the charter school and its agents. The Board will procure and provide evidence of adequate insurance coverage as required by the State, including but not limited to general liability for the School, workman's compensation, board errors and omissions, and faculty coverage. The insurance program will be in place as the first Board of Trustees begins its duties.

(U) Identity of Consultants to be Used for Various Services

During the period of startup and development, Spark Academy may require tasks addressed and conducted by specialists in certain fields. However, no consultants have been identified at this time. Spark Academy anticipates contracting with an individual or company that provides services such computer IT setup, school guidance & counseling, special education, and school health. As enrollment grows, Spark Academy believes that some of these positions may become permanent employees. While we cannot identify any particular contract at the time of this application, all candidates will be required to show sufficient evidence of past experience and expertise in the specified role, including, but not limited to formal education in the specified field, work history and references.

(V) Philosophy of parent involvement and related plans and procedures

Charter schools are schools of choice for parents and their children. Parental support and participation are key to the success of a charter school. Spark Academy of Advanced Technologies welcomes parental participation in several forms.

As the school develops, parents may serve in several different capacities.

- A minimum of twenty-five percent of the Spark Academy Board of Trustees will include parent members. The Board of Trustees will select these members within the first year of the school's initial opening. (See Board Governance, p.5)
- Within the first year of the school's initial opening, a parent support committee will form. The Board will announce a meeting for its formation and the parents who attend will create its structure. Subcommittees will meet the needs of the school in various areas as enumerated above. The Board will develop a policy for this Parent Support Committee within the first three months of operation. Ideal voting membership is a minimum of one parent per level minimum. A parent Board member will chair the committee.

Parent Support Committee

Parents are an integral part of Spark Academy. Without their input and help, the school will not reach its potential.

During the first year, the Director will ask a parent to assume responsibility for forming a Committee to help the school in many ways:

- Nominate parents to membership on the Board.
- Sending a notice to the parental population when parent seats become available.
- Share responsibility with the Board and administration for the Annual Fund. Spark will be operating on a fiscally responsible budget and will need parents to help with certain operating expenses and supplies through Annual Fund.
- Organize special events for teachers and parents, such as a talk by an expert on maximizing home and school study skills.
- Organize special events for students, such as a Fall Festival, parties and dances, etc.
- Work with the administration developing a parent list to substitute for absent teachers. This is crucial to the effective functioning of the school, which will have scarce funds to pay for professional substitutes.
- Develop surveys for parent feedback with administration.
- Share ideas for school improvement and safety procedures. Spark will welcome all constructive suggestions.
- Create other ideas and activities for the Committee, according to interests and needs.
- Committee will serve until the end of each school year.

Parent volunteers are needed in many important areas: substitute teaching, school set-up and maintenance, development of the annual fund, participation in special activities such as school field days and trips. Parents will also play a part in maintaining a friendly, constructive relationship between Spark Academy and New Hampshire's Community College System.

(W) A plan to develop and disseminate information to assist parents and pupils with decision-making about their choice of school.

To ensure that all residents have an equal opportunity to apply to Spark Academy, an extensive and widely broadcast marketing effort will be initiated through the Founders Academy Foundation and the NH Alliance for Public Charter Schools. Information will be widely broadcast through newspapers, websites, libraries and other public places and social media to ensure that families are aware of Spark Academy as a choice available to them. As students from lower income or minority families may suffer disproportionately due to a lack of access to technology or to advanced curriculum, attention will be paid to reaching those students through their schools, communities, and other public services to ensure their families are aware of Spark Academy as a choice available to them.

During the initial months of planning, information will be disseminated through bulletins, advisories, social media and posting on informational Websites. Materials for a major informational outreach program will be disseminated to public school administrators, school personnel, parents, businesses, and foundations. Upon approval of the charter, the Board of the Spark Academy will develop informational brochures describing the school, its mission, its approach to education, and the expectations and opportunities the program hopes to provide. Informational brochures may be distributed to businesses, parents, residents, and school faculty by appropriate means.

Strategy for Student Recruitment:

Charter schools in New Hampshire are public schools that are open to all New Hampshire students. They admit students on a first-come-first-serve basis, creating a lottery for later applying applicants. Therefore, the strategy for recruitment must be to spread the word about Spark Academy widely and allow interested students to come to us.

In a charter school's first year, recruitment begins before the school is open. Spark Academy will provide an office at the Manchester Community College where parents and students may talk with the Director of Student Affairs to learn more about the school.

There will be advertisements in all the Manchester area local newspapers, announcing the opening of Spark Academy in September 2019.

Spark will have an application on its web site, www.SparkAcademyNH.org, that may be processed on-line.

Spark has a Facebook page, which interested applicants and their parents may join.

As soon as its charter has been approved, Spark will start holding information sessions about the schools all around the Manchester area. Ads will be placed in local papers announcing these sessions. There will also be notifications on Facebook and the web site. The sessions themselves will be held in public rooms such as library conference rooms or other town or precinct gathering places.

Every effort will be made to disseminate the news of Spark's existence as widely as possible, with visits to every neighborhood in Manchester and every town in the surrounding area.

(X) Global Hold Harmless Clause

In accordance with *RSA 194-B: 3, II(x)*, Spark Academy, its successors, and assigns, covenants and agrees at all times to indemnify and hold harmless any other school district which sends its students to the charter school, and their school boards, officers, directors, agents, employees, all funding districts and sources, and their successors and assigns, (the "indemnified parties") from any and all claims, demands, actions and causes of action, whether in law or in equity, and all damages, costs, losses, and expenses, including but not limited to reasonable attorneys' fees and legal costs, for any action or inaction of the charter school, its board, officers, employees, agents, representatives, contractors, guests and invitees, or pupils.

(Y) Severability provisions and statement of assurance that any provision of the charter school contract found by competent authority to be contrary to applicable law, rule, or regulation shall not be enforceable.

If any part of the charter contract is determined to be invalid or illegal by a court of competent jurisdiction, such invalidation or illegality shall not affect the remaining portions of the charter contract, which shall remain in full force and effect. Any provision of the charter school contract found by competent authority to be contrary to applicable law, rule, or regulation shall not be enforceable.

(Z) Provision for Dissolution of the Charter School Including Disposition of its Assets

Should Spark Academy cease operation or have its charter revoked by its authorizer, the Board shall consult with an attorney and the Department of Education to assure that contractual and financial obligations are met. Upon the dissolution of the School, the assets remaining after the payment of all its liabilities, and the return of any loaned items to rightful owners, shall be distributed to such organization or organizations operated exclusively for charitable or educational purposes that qualify as an exempt organization within the meaning of 501(c)(3) of the Internal Revenue code.

(AA) In the case of the conversion of a public school to a charter conversion school.

NOT APPLICABLE

(BB) A plan for the education of the school's pupils after the charter school may cease operation.

A plan for each student's continued education, should the school cease to exist, will be determined individually with each student and his/her parent or legal guardian. Likely options would be 1) re-integration into the student's assigned public school, 2) application to a different chartered public school, if available, or 3) other available options based on parent and student priorities. Upon cessation of operation, the records all the students would be transferred in a timely manner to the receiving school, and the staff and trustees would work with the receiving school, parents, and students to assure smooth and timely transitions.

(CC) In addition to an application, each charter school applicant, in consultation with the local school board, shall prepare a proposed contract.

NOT APPLICABLE

(DD) An outline of the proposed accountability plan which clarifies expectations for evaluating the school's program and which contains an acknowledgement that a full accountability plan shall be developed and ready to implement prior to the date of opening

- Annual Progress Report -according to the NH educational requirements outlined in RSA 194-B:10, I and II, this report will answer the following key questions:
 1. Is the charter school making progress toward achieving its mission?
 2. Is the charter school responsibly using public funds?
 3. Is the charter school promoting student attainment of expected knowledge and skills?
 4. Is the school sustainable?
- Board minutes-These minutes will follow the guidelines from the Right-to-Know Law, RSA 91-A:2 and RSA 91-A:3, II.
- Certificate of Insurance Coverage- Spark Academy will outline evidence following NH standards, RSA 194-B:3, II (t)

- Certificate of Occupancy for School Facility and Fire & Life Safety Inspection -This certificate and inspection will be obtained by the Fire Department and NH Division of Fire Safety.
- Health Inspection Report (submitted per state requirements)-The local Town Health Officer will conduct the school inspection.
- Independent Financial Audit - The NH DOE Audit Department will review this audit.
- Quarterly Financial Report -submitted per state requirements.

Spark Academy will develop all required policies prior to opening, including, but not limited to:

- Records retention;
- School safety procedures such as reports of suspected abuse and neglect, policy in regard to sexual harassment, as detailed in Ed 303.01 (j) and (k), pupil safety and violence prevention (RSA 193-F), and limits on the use of child restraint practices (RSA 126-U);
- Daily physical activity plan pursuant to Ed 310.